Indian Woods Middle School

9700 Woodson
Overland Park, KS 66207
913-993-0600

Principal: John Bartel
Grades Served: 7-8
KSDE Bldg #: 8880
Feeder Pattern: Shawnee Mission South HS

Notable School Characteristics

- A school environment that promotes high academic standards while nurturing the social and emotional growth of each individual student
- Quality visual and performing arts with outstanding choir, orchestra, and band programs.
- High participation in interscholastic and instructional league athletic teams with cross country, volleyball, wrestling, and basketball.
- Wide variety of student created after school clubs and activities
- Real world learning through digital citizenship and technology implementation with 1 to 1 MacBook
- Recent completion of six new classrooms, three large student collaboration areas, student privacy restrooms, and an individual changing room for physical education along with newly updated flexible classroom furniture for every teaching space
- 100% Highly Qualified classroom teachers who continually engage in professional learning in delivering the best instruction, creating supportive classroom management skills, and building classroom cultures that are equitable in supporting our diverse student needs

KSDE Building Report Card

[Indian Woods Middle School Building Report Card]

Sec. 8.  On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.
Needs Analysis

What barriers must be overcome for each student to achieve grade level proficiency on assessments?

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact Indian Woods Middle School include, but are not limited to:

- Underfunded and understaffed special education programming and support
- Understaffed building administration - a second associate principal is needed
- Understaffed regarding counselor and social work student social/emotional support with a high percentage of students facing daily trauma and limited access to mental health services
- Understaffed in positions that are designated to provide Workshop Classes to struggling students without dramatically impacting class sizes in core mathematics and ELA classes.
- Understaffed in order to provide a systematic and effective tiered level of student academic support interventions
- Limited schedule flexibility to provide needed intervention time
- Understaffed in providing needed support to our English Language Learner students - Indian Woods has the highest “beginning service level” populations for middle schools in the district. (IWMS is currently staffed at .4 FTE where other buildings have 2.0 FTE)
- Scarce professional learning opportunities to focus teaching and learning on the SMSD Priority Standards and fully utilizing Response to Intervention models in every classroom
- Limited time to determine levels of student ability, achievement, and needs arriving from six different feeder elementary schools because of the lack of vertical teaming and the absence of common assessments and terminology from elementary to middle school - Standards Based Report Cards would help tremendously in this process
- Meeting the needs of struggling parents and families that do not know how to best help their student be successful in school
- Students continually being distracted and pressured by the influence of on-line social communities
- We only have two years to get to know the student and make a difference

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What budget actions should be taken to address and remove those barriers?

Our students face a growing number of barriers to success and Indian Woods Middle School continually works to support them. Current budget constraints that impact our ability to successful remove barriers for our students include:

- Increased salary to recruit and retain highly qualified certified and classified staff
- Increase the staffing numbers to decrease class size
- Fully fund special education
- Provide for a full time English Language Learner teaching position
- Develop a staffing formula that allows for more certified staff to teach reading and math workshop while still providing staff to support robust opportunities for students through fully staff elective options.
- Provide funds for additional building administrators and counselors to meet suggested ratio 250:1 (ASCA)
- Increase paraeducator and teacher support for students with special education plans
- Give the opportunity for paid summer professional learning/building support activities to teachers

How much time will it take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented?

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include:

- With six elementary schools in our feeder pattern and an ever-changing population of students bringing a varying degree of cognitive abilities and disabilities prevents us from being able to guarantee a date when all students will meet a singular level of proficiency.
- Lack of constitutional funding of special education and additional support programs continues to impact our ability to fully meet the needs of all students.
- While assessment scores are one measure, Indian Woods Middle School does not believe that students' assessment scores should be the sole measure of student proficiency, especially when the assessment has relevance to their day to day experience.
- Due to circumstances outside of our control that have tremendous influence on academic effort, social/emotional interactions, and soft-skills (girt, perseverance, etc) we cannot ensure 100% student success. With these insurmountable factors, we will likely be unable to achieve 100% proficiency.
- Schools are still experiencing an increased level of social emotional challenges and needs of students due to the impact of COVID. The valuable skills of knowing the expectations of school and the behaviors associated with classroom success are missing in a large percentage of students.

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Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked to maintain in the district budget a full-time social worker position in every school, a full-time instructional coach in every school, and Real World Learning counselors at each of the five comprehensive high schools.

The following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools, including one at Indian Woods Middle School; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions that were added with ESSER funding: additional support for nursing services; additional secondary math teachers; building substitutes for every building; and class-size reduction at the elementary level.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on Response to Intervention. We will continue to prioritize equitable allocation of resources to create a welcoming and engaging learning experience for every student — facilitating personalized learning plans, targeting career and college readiness, with the interpersonal skills for life success.

As one of SMSD’s larger middle schools, Indian Woods Middle School is benefitting from the addition of a second assistant principal. This added capacity should help provide more opportunities for collaboration and among educators and paraprofessionals at Indian Woods. As the school’s English Language Learner population grows, it’s important to ensure that SMSD is appropriately allocating ELL resources across the district. This budget included additional ELL teachers to be distributed across buildings according to need.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.